

St Luke's School

Healthy Relationships Education Policy 2017

UNRC Article 3: Everyone who works with children should do what is best for each child.

UNRC Article 19: You should not be harmed and should be looked after and kept safe.

UNRC Article 36: You should be protected from doing things that could harm you.

This Policy should be read alongside other related policies: PSHE, Child Protection, Safeguarding, Digital Safeguarding and Confidentiality.

What is HRE?

"Healthy Relationships Education (HRE) is lifelong learning about physical, emotional, psychological, sexual and moral development. It is about understanding the importance of consistent, stable and loving relationships within the context of respectful, loving and caring family life." *States of Jersey, Education Department Policy, Sex and Relationships Education Policy, May 2016.*

At St Luke's, our approach to HRE goes beyond the sole provision of biological information and largely focuses on developing positive attitudes and values, building confidence and self-esteem and equipping children with the skills to develop, manage and maintain healthy relationships.

Aims

The overall aims of the HRE teaching and learning are:

- To provide accurate information about, and understanding of, HRE issues.
- To equip all pupils with accurate, unbiased knowledge about healthy relationships and give pupils the opportunity to acquire life skills that will help them make good use of this knowledge.
- To give pupils opportunities to explore and respect their own and others' opinions, attitudes and values in order to help them develop their own, individual moral framework.

The objectives of HRE are:

- To provide the knowledge and information to which all pupils are entitled.
- To reinforce existing knowledge and to address any misconceptions.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To build the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier, safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.
- To be aware of same sex relationships.

Morals and Values

Our approach to HRE will be conducted within clear morals and values based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate HRE.
- Access to help from trusted adults and helping services.

HRE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to HRE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We endeavor to have an approach that is educational, rather than one based on propaganda.

Curriculum Delivery

HRE will be delivered through the PSHE and Science Curriculum. In PSHE, HRE curriculum content is delivered throughout the Autumn and Spring terms in Core Theme 1: Health and Wellbeing and Core Theme 2: Relationships. An additional resource that may be used in class is the "Jigsaw" PSHE programme. Our scheme of work, as well as the "Jigsaw" resource, demonstrates progression of healthy relationships across the key stages and can be viewed by parents if they so wish.

KS1

Year 1:

The children will be thinking about growing from young to old. They will discuss changes that have happened to them since they were a baby and how they think things will continue to change. This includes not just physical appearance but also the things they can do. In Science, the children will be naming, drawing and labelling the basic parts of the human body which ties in with learning about similarities and differences between boys and girls. Children will be introduced to learning about healthy lifestyles and the importance of basic personal hygiene routines (washing hands, disposing of tissues). There is a strong emphasis on keeping physically and emotionally safe. They will talk about the people who take care of them, the family networks they belong to and about the shared responsibility for keeping themselves and others safe. When discussing healthy relationships, there will be a basic input on the difference between a secret and a surprise and appropriate and inappropriate touch. All teaching and learning will be age and stage appropriate.

Year 2:

The children will be learning more about growing, changing and becoming more independent. They will talk about the kinds of loss that can make us feel sad (loss of a pet, moving house etc) and how to

deal with feelings and emotions. In Science, the children will be learning about the biological differences between male and female animals including humans and their roles in the life cycle. This links to learning the importance of respecting similarities and differences between boys and girls. The importance of taking care of their personal hygiene will be extended on from the previous year and they will learn about what it means to make a real and informed choice in relation to their life and health. Keeping safe in different situations including online and in unfamiliar situations is a key learning point in Year 2.

KS2

Year 3:

The children will be focusing more on making informed choices in relation to their health both physically and emotionally. They will have discussions about who they can trust, especially when taking care of their bodies. The children will learn that they have the right to protect their bodies from unwanted contact and about giving consent. As part of learning about safety and asking for help, the children will learn about techniques to resist pressure and the concept of keeping something confidential or secret. Keeping and maintaining healthy relationships and different types of relationships are taught alongside stereotyping and the importance of respecting differences and similarities between people.

Year 4:

The children will learn about the kinds of change they or family or friends may experience and how loss can come in many forms. Physical, emotional and online safety are important aspects of personal safety including where and how to get help. The children will discuss appropriate responses to a wider range of feelings in others and develop their understanding of maintaining positive, healthy relationships. Learning about acceptable and unacceptable physical contact will be shared and the children will learn how to respond appropriately to unacceptable physical contact.

Year 5:

In Science, the children learn about human reproduction in the context of the human lifecycle and they describe changes as humans develop to old age. This supports the learning about puberty, body changes and adolescence in Year 5. They discuss how they feel about changes and what is going to happen to them through their journey into adulthood. Learning about keeping things confidential and when they should or should not keep a secret builds into the discussions about positive, healthy relationships. The children will learn about what to do in an emergency and how to get support if they have fears for themselves or their peers.

Year 6:

In Year 6, the focus on developing and maintaining healthy relationships continues. The children are taught about different types of relationships including marriage between two people of the same sex and civil partners. They will learn about love and the right to choose the person that they marry and how they who can help if they or someone they know is under threat of forced marriage. The children will continue to learn more about puberty and body changes with a focus on how media influences can

have a negative impact on body image and choices. They will continue to learn about human reproduction, that pregnancy can be prevented and the roles and responsibilities of parents and carers.

Methodology and Resources

A variety of interactive and participatory teaching methods will be used to ensure all pupils are fully involved. Resources used for teaching HRE can be viewed on request by parents.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. Individual teachers must use their skill and discretion in these situations and refer to the PSHE Coordinator if concerned. Parents/carers will be consulted for guidance and support.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis, following the normal school Safeguarding procedures.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex; the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Headteacher should be informed and the usual Child Protection procedures followed.

Inclusion

Young people may have varying needs regarding HRE depending on their circumstances and background. The school strongly believes that all pupils should have access to HRE that is relevant to their particular needs. To achieve this, the school's approach to HRE will take account of:

- **The needs of boys as well as girls** - We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.
- **Ethnic and cultural diversity** - Different ethnic and cultural groups may have different attitudes to HRE. The school will consult pupils and parents/carers about their needs, take account of their

views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

- **Varying home backgrounds** - We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- **Special educational needs** - We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular HRE needs.

The designated PSHE Subject Lead will maintain an overview of HRE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff All teachers are involved in the school's HRE provision. Some HRE is taught through the PSHE curriculum and some through Science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. Any teacher can be approached by a pupil who experiences a difficulty regarding healthy relationships issues. Teachers should use their professional judgement at this time and ensure that they do not put themselves in a compromising position. Any relevant information should be shared with the class teacher and the Child Protection Lead.

Non-teaching staff may be involved in a supportive role in some HRE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the HRE content and be supported in their pastoral role.

Parents/carers have a legal right to view this policy and to have information about the school's HRE provision. They also have a legal right to withdraw their children from dedicated healthy relationships education lessons if they wish. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. Parents in all year groups will receive information about the HRE content for their child's year group prior to the unit being taught. The school's approach to HRE will encourage dialogue between parents/carers and their children.

Outside agencies and speakers may be involved in inputting to HRE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. Staff will work in partnership with them and jointly plan their work within the school.

Pupils have an entitlement to age, maturity and circumstance appropriate HRE and to pastoral support. They will be actively consulted about their HRE needs and their views will be central to developing this provision.

Monitoring, evaluation and assessment

The programme is regularly evaluated by the HRE Subject Lead and is reviewed as part of the schools monitoring cycle. This might include lesson observations and reviewing of resources. Class teachers are responsible for assessing children's progress in HRE. This could be achieved by noting down

comments in a discussion or through observation of a task. If teachers are concerned about a child's progression or about something that may have been said/divulged, they should speak directly to the HRE coordinator, Child Protection Lead or Headteacher where appropriate.

The HRE coordinator will:

- support colleagues with planning and teaching of HRE
- monitor and review the teaching of HRE throughout the school
- attend related inset in order to inform colleagues about new developments, ideas and resources in HRE
- audit and update resources

Policy to be reviewed May 2019